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ABSTRACT

A continuing project in Northwestern Indiana attempted to increase interaction and exchange of knowledge about vocational and career education programs among vocational guidance and counseling personnel, administrators, and teachers in the region. The project's four objectives were to (1) continue to distribute and update the "Northwest Indiana Guide to Vocational Education," exchange information on assessment and career planning, and suggest possible areas of articulation between programs; (2) create a regional vocational assessment center; (3) coordinate efforts with the private sector; and (4) work toward the articulation of programs between vocational institutions. Some of the procedures used to achieve these objectives were to hold meetings, update the guide, review collated data on assessment, continue involvement with previously established linkage groups and pursue new linkages, and pursue articulations that were identified. As a result of these efforts, counselors in the area are more fully aware of programs at area institutions and able to provide better guidance to their clients. In addition, educators, working with employers and government agencies, have begun to address the needs of the region's unemployed workers. Finally, two institutions in the region have formulated an articulation agreement that will allow a student completing a two-year program in Computer Operations at the Indiana Vocational Technical College, Gary, to pursue the remaining two years of a bachelor's program at the four-year Calumet College. (Appendixes, amounting to more than half the document, contain materials on the planning for and implementation of the student guidance and evaluation center, information on a dislocated workers' network, and program goal statements.) (KC)

ED248375

FINAL REPORT

VOCATIONAL GUIDANCE AND COUNSELING
RECRUITMENT AND SELECTION FOR VOCATIONAL PLACEMENT

BY

Judith E. A. Sheets

PROJECT NO. 338-82-3-4-01P

INDIANA VOCATIONAL TECHNICAL COLLEGE
REGION 01

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OCTOBER 15, 1983

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Project population

Groups	Numbers of persons: Impacted by project	Conducting or giving input
students		
secondary	*All	
postsecondary	*All	
adult	900	
school personnel		
secondary	All Counselors	10
postsecondary	All Counselors	8
adult		
other		
teacher educators		
employers		25
employees		
other:		25
special needs		
disadvantaged	*	
handicapped	*	
migrant	*	
minority	*	
limited English proficiency	*	
other:		

*The production of the Northwest Indiana Guide to Vocational Education that was produced by the project will be distributed to all of the secondary and post-secondary counselors in Lake and Porter Counties. As a result, the project has the potential of impacting every secondary and post-secondary student in the two county areas.

STATEMENT OF OBJECTIVES

1. Continue involvement with RSVP Committee. This committee will address the three long-term goals outlined in the Needs Assessment.[1] In addition, this group will form an advisory board for the Northwest Indiana Regional Assessment Center.

2. Implement plans for the Northwest Indiana Regional Assessment Center.

3. Work with Northwest Indiana Work-Education Council to assure that all planning is in sync with the needs and goals of the private sector.

4. Work toward the articulation of programs between vocational institutions in Northwest Indiana.

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[1]See Appendix A - Excerpt from Grant Application Needs Assessment stating the long-term goals of the RSVP Committee.

STATEMENT OF PROBLEM/PURPOSE

Northwest Indiana has always been an area that has provided a seemingly unlimited supply of unskilled labor opportunities that provided an individual with an income sufficient to maintain a middle class living standard. With the change of technology, the impact of foreign competition in the basic metals industry and industry requiring a more skilled workforce, the area has seen an overwhelming increase in unemployment. This unemployment has resulted in the creation of a dislocated workers population and in the increased occurence of unsuccessful first time job seekers. As such, career planning, training, retraining and upgrading have all become essential in order for an individual to either move from school to the world of work or from industrial dislocation back into the world of work. Pivotal to this process is assessment. The assessment process gives clarity and direction to the career planning process. It is important to understand that the changing needs of the workforce requires that approaches to assessment, evaluation and career planning reflect those changing needs. With the informational base established in the 1981-82 grant year in Project No. 35-82-111-4-01, Indiana Vocational Technical College Region 01 proposes to use this grant to facilitate the continuing improvement of vocational guidance and counseling.

STRATEGIES AND PROCEDURES

1. The project director calls regular meetings of the RSVP Committee. This committee will address the three long-term goals. The following work was done in addressing the committee's long-term goals.

A) The Northwest Indiana Guide to Vocational Education was to be updated. The committee reviewed the final product, necessary changes were made and distribution of the guide was made throughout Northwest Indiana. Included in the distribution were the following:

* Counselors in all Post-Secondary Educational Institutions in Lake and Porter Counties,
* Counselors in all high schools in Lake and Porter Counties,
* Counselors in all Junior High or Middle Schools in Lake and Porter Counties,
* All school library systems in Lake and Porter Counties,
* All public libraries in Lake and Porter Counties,
* All Indiana Employment Securities Offices in Lake and Porter Counties,
* Members of the Northwest Indiana Work Education Council, and
* Various agencies involved in referral to training.

In addition to the distribution of the guide, each member of the committee assisted in the training in the use of the guide. As such, presentations concerning the use of the guide were made to a variety of groups all over the two county areas.

B) The Committee will address the development of assessment tools and assessment resources as they relate to career planning. As such, the committee dedicated the larger portion of meeting time to the sharing of what each respective institution was doing in career planning and assessment. As such, there was a greater understanding as to the tools that are available, the successfulness of those tools in actual use, and the similarities and differences in the various approaches in the area.

C) The committee was to lay the groundwork for the eventual articulation of vocational and technical programs in Northwest Indiana. In the first grant year the preparation for this goal has been continued by the committee's work on the first two goals. Although this continues to be a difficult subject, there is increased dialogue and increased movement toward this end.

2. Preliminary plans for the function and services offered by the assessment center has been developed. When the original grant application was made, it was hoped that sufficient funding would be made available to insure that the assessment center could serve as a regional center. As the project was funded at less than 10% of the requested amount a corresponding adjustment in projected services was required. As such the assessment center, now known as the Student Guidance and Evaluation Center (SGEC), was developed for IVTC Region 01 students and prospective students. In keeping with the prescribed schedule, the original draft of the services was made available in January of 1983.[2] A review of and update of that draft was completed in of 1983.[3] It has been necessary for the project director to explore alternative financing for the center in order to make possible the services planned. As such there have been grants and contracts secured to supplement the monies provided by this grant. Sources of these funds include: Lake County ETA, Gary PIC and Indiana State AFL-CIO. Additional funding is under consideration from UAW-Ford Motor Company, City of Hammond.

3. Cultivate involvement of the private sector in providing input as to job market information, employment standards and demands and education's role in economic development. The efforts to cultivate involvement of the private sector has resulted in the creation of a network of services, unions, industry and government that has come together to address the needs of the dislocated workers in Northwest Indiana.[4] In addition to working with the Dislocated Workers Network, the project has also established linkage with the following:

* Leadership Calumet
* Kankakee Valley Private Industry Council
* Northwest Indiana Work Education Council
* Gary Chamber of Commerce
* Lake County Private Industry Council

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[2]See Appendix B - Student Guidance And Evaluation Center Assessment Center Planning Outline - Draft #1

[3]See Appendix C - Update on Student Guidance And Evaluation Center Draft #1

[4]See Appendix D - Dislocated Workers Coalition's Network

* Industrial Training Advisory Board

* UAW-Ford Retraining Project Representatives

* United Steelworkers of America

* Indiana-Illinois Retraining Coordination Committee

4. The project staff continues to work toward the articulation of programs between vocational institutions in Northwest Indiana. As such, the project director in conjunction with the Director of Admissions at Calumet College initiated dialogue that has led to the development of an articulation program in the field of computer programming between the two schools. This, the formal beginning of the articulation agreement is scheduled for the Spring of 1984.

CONCLUSIONS AND RECOMMENDATIONS

The four objectives of the project were addressed during the grant year and yielded the following results:

OBJECTIVES	RESULT
1. Continue involvement with RSVP Committee and address the three long-term goals.	1. The committee continues to function. The Northwest Indiana Guide to Vocational Education has been distributed. Information concerning assessment and career planning has been exchanged. The groundwork for eventual articulation of programs is being put in place.
2. Implement plans for a regional assessment center.	2. The Ivy Tech Student Guidance and Evaluation Center is working reality. Additional outside funding to insure it's continuation has been secured and is continuing to be sought.
3. Work with NIWEC to assure that all planning is in sync with the needs of the private sector.	3. Not only has the project staff worked with NIWEC but has expanded the contact to include the private sector, labor, support agencies and government. This has improved understanding and planning of programs available throughout the area.
4. Work toward the articulation of programs between vocational institutions in Northwest Indiana.	4. The efforts has served as a catalyst for at least one major articulation effort in the area.

RECOMMENDATIONS

The work of the project staff in this grant year has resulted in a continuation of the work that was begun in the first grant year. It was acknowledged in the very beginning that the ability to favorably impact vocational guidance and counseling in Northwest Indiana was not a simple task. The goals that were established by the committee in the initial stage of the work have proven to be sound and have provided a framework for the two years that the project has been in place. There have been tangible results

that can be pointed to and that can serve as a base for future efforts. It is recommended that it be acknowledged that these needs are a reflection of the social and economic conditions of the region and as such must have the flexibility to respond to the changing needs. No longer can we think only in terms of the student coming through the traditional school system, but must also address the needs of the adult who faces the need to replan his or her vocational needs in order to deal with industrial dislocation.

FINAL REPORT ABSTRACT

A. The PROCESS/PRODUCT(S) to be adopted/adapted and delivered by this project are:

1. Distribution of the NORTHWEST INDIANA GUIDE TO VOCATIONAL EDUCATION
2. Implementation of Student Guidance and Evaluation Center
3. Development of community network
4. Exchange of assessment and career planning information

B. The specific OBJECTIVES of the proposal are to:

1. Continue involvement with the RSVP Committee. The committee is to address the three long-term goals: a) distribute and update the Northwest Indiana Guide to Vocational Education, b) exchange information on assessment and career planning, and c) suggest possible areas of articulation and support the necessary dialogue.

2. Implement plans for the regional assessment center
3. Coordinate efforts with the private sector
4. Work toward the articulation of programs between vocational institutions

C. The PROCEDURES for achieving these objectives are:

1. a) Call regular meetings
   b) Determine how and to whom the guide is to be distributed
   c) Distribute the guide
   d) Diseminate training information in the use of the guide
   e) Plan for the updating of the guide
   f) Exchange information concerning career planning and assessment

2. a) Review all of the collected data on assessment
   b) Determine needs of the school by examining what is in place, interviewing various instructional personnel to determine departmental needs and exploring physical capacities and limitations.
   c) Examine fiscal implication
   d) Explore potential funding sources and follow through on those suitable
   e) Draft plan, seek necessary administrative approvals
   f) Implement plan
   g) Review and evaluate progress periodically

3. a) Continue involvement with previously established linkage groups
   b) Explore possible new linkage
   c) Pursue new linkage

4. a) Examine present system
   b) Pursue any possible articulation efforts identified

D. The expected OUTCOMES for or potential IMPACTS on vocational education are:

1. The distribution of the Northwest Indiana Guide to Vocation Education had provided counselors throughout Northwest Indiana a comprehensive and up to date reference to vocational and technical offerings in the two county areas. As such, the counselors are able to assist the student population in training and career choices as they relate to vocational education. In addition to distributing the guides to libraries and related services, the information disemination is now available to the entire population in the two county areas.

2. The exchange of information concerning assessment and career planning has provided the participating institutions with a knowledge base that enables both secondary and post secondary counselors to function on a higher level of understanding concerning the actual operational considerations of the various institutions and systems.

3. The expansion of the linkage network between education, the private sector and labor has made possible the development of a community strategy in dealing with the problem of the dislocated worker in Northwest Indiana. As such, the area has been successful in gathring funding to various entities in excess of two million dollars for the needs of the dislocated worker.

4. A major articulation on agreement between IVTC - Region 01 and Calumet College has been formalized, and as a result, students completing a two-year Associate Degree program in Computer operations is able to continue his or her education and complete a Bachelor's Degree program at Calumet College with full credit being accepted from the IVTC degree program. As in all articulation programs, continued involvement in the higher level work is dependent upon the student being able to successfully complete the higher level work.

APPENDIX

TO

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BY

Judith E. A. Sheets

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INDIANA VOCATIONAL TECHNICAL COLLEGE

REGION 01

1440 East 35th Avenue

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OCTOBER 15, 1983

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APPENDIX A

LONG-TERM GOALS
(Relate to Footnote 1)

LONG-TERM GOALS

1. To work to develop a guide to vocational and technical educational opportunities available in Northwest Indiana.

2. To develop assessment tools and assessment resources that could be used to guide students to appropriate institutions and courses of study.

3. To lay the groundwork for the eventual articulation of vocational and technical programs in Northwest Indiana.

APPENDIX B

STUDENT GUIDANCE & EVALUATION CENTER
ASSESSMENT CENTER PLANNING OUTLINE - DRAFT #1

(Relate to Footnote 2)

STUDENT GUIDANCE AND EVALUATION CENTER
Assessment Center

Planning Outline - Draft #1 - 1-17-83

by Judith E. A. Sheets

STUDENT GUIDANCE AND EVALUATION CENTER
Assessment Center

Planning Outline - Draft #1 - 1-17-83

For some time now the development of an assessment center for Ivy Tech Northwest has been discussed. It is now time to clarify what the assessment center is, what it will and will not do, and how it is to be moved from concept to working reality.

To begin with the name would be more accurate were it known as the Student Guidance and Evaluation Center (SGEC). This does, in fact, relate to the central theme and purpose of the center. When one considers an "assessment center" the concept of testing comes to mind. Often it is then perceived solely as a testing center. However, testing is merely one of the tools available and usually the initial act. The often neglected and most critical tools for the student guidance and evaluation center staff are those which meet the central purpose--providing accurate vocational career guidance, information, and evaluation.

Therefore, the Student Guidance and Evaluation Center is designed to meet the complete needs in a series of well thought out phases of assessment, evaluation, information, and guidance. Any or all of the services in these various phases would be available to students using the center. The following planning outline has been developed as a working draft of the plans for the center. It is to provide an outline of the services to be provided, and initial implementation plans.

Draft #1 - 1-17-83

PRIMARY SERVICES PROVIDED BY THE STUDENT GUIDANCE AND EVALUATION CENTER.

Central to all of the services provided is the concept that the SGE Center is to provide vocational career guidance, information, and evaluations. To facilitate that goal the following will be considered primary to the functioning of the center.

I. INFORMATION ABOUT CAREERS

A. General Information - General information will include information about careers and career clusters, possible career direction, programs in the college, and programs available in the community.

B. Specific Information - Specific information will include, specific information about such things as availability of training, working conditions, job responsibilities, income, labor market information, companies, etc. concerning a specific career area.

II. EVALUATION OF STUDENT

A. Cognitive Skills Evaluation - including levels in reading writing and math.

B. Vocational Aptitude Evaluation - including finger dexterity, eye hand coordination, spatial form perception, clerical perception, motor coordination, manual dexterity, and color discrimination.

C. Attitude Evaluation - including employment seeking and keeping characteristics.

D. Interest Inventories - generalized interest evaluation to determine interest areas.

E. Experience Evaluation - including background, training, and how it relates to career choice, advanced standing, upgrading, and/or retraining.

III. PROFILE FOR GUIDANCE PURPOSES

A. Career Choice Assistance

1) Exploration of career alternatives - based on results of the student evaluation the possible alternatives and the implications of those career alternatives in terms of

training needs, remedial work, and/or background and experience will be explored.

2) Whenever possible career planning should be dual tracked or adjustable planning employed. This gives the student both alternatives and flexibility in the event that there are economic changes that would effect the use of the proposed training or the length of the training.

3) Career laddering - in addition to the above all students should be aided in the development of a career ladder so that they are aware of their alternatives and given a direction that provides them with various exit levels and upgrading possibilities.

4) Labor Market Information - the counselors should be updating their information base concerning labor market trends, employers in the area, entry level possibilities, and economic conditions and projections.

5) Local information - the student should be provided or have available local information concerning other training facilities, employers, etc.

6) National information - there should be available national information for people who are interested in the possibility of training locally and relocating for purposes of employment.

B. Course planning - once a student has made a career choice, and/or to assist the student in a career choice, information concerning course planning and requirements should be made available.

1) Information on programs in IVTC - the counselor should be able to provide curriculum information on the courses available at IVTC. This does not mean that the counselor acts as a program advisor. However, basic understanding is essential to prepare the student to see a program advisor. Once a person is sent to a program advisor from the center they should not be surprised about what they hear from the program advisor.

2) Information on other programs in area - the counselor should have available program

listing from other postsecondary and adult education facilities in the area. There may be times when it would be a misdirected effort to enroll a student. Referral with accurate and applicable information is a viable function of career direction.

3) Prescriptive planning - In the event that the evaluation of the student indicated that he or she is in need of remedial work, the appropriate prescriptive plan should be designed for the student. The student should be aware of the course plan for the current quarter but also have outlined what he can expect in future quarters. In all instances when remedial courses are recommended, the student should be made aware of the other services available at the college such as testing out and tutoring.

C. Skills evaluation for experienced students.

1) Work experience - Complete evaluation of work experience including such elements as length, various responsibilities, level of competence, etc.

2) Training - Training can be everything from a formalized apprenticeship program, work at other colleges and universities to less formalized things such as in-service training, break-in job shadowing, etc.

3) Equivalence - When applicable the evaluation of the work experience and training should be equated to the curriculum content of the IVTC programs for the purpose of determining which areas the student has most experience in, if there is sufficient evidence to make determinations of upgrading those skills to enhance employability.

4) Positioning in program - As a result of the evaluation of the experience and training and a determination concerning the equivalence of the same, appropriate recommendations should be made that will lead to the experienced student testing out of course work, transfering credits and/or establishing advanced standing in a given program area. In this way the proposed training can be minimized and the student can best benefit from the programs at IVTC.

Draft #1 - 1-17-83

ANCILLARY FUNCTIONS OF CENTER STAFF

Currently the counselors for the college service the school with such services as being responsible for admissions, recruitment, and testing. In addition to the primary function of the center, there are acknowledged ancillary functions that will continue to be part of the responsibility for the center staff.

I. ADMISSIONS

As the staff is most often involved in the admissions function for the college they will continue to do so. Student Services maintains student records and will continue to serve this function. It is anticipated that in the future these records will be incorporated into the tracking system for the school.

II. TESTING

The staff will bear the primary responsibility for the CGP and assessment testing done by the college.. It should be noted that with the soon to be revised system these tests may change and when possible the administration of these tests will be assumed by paraprofessionals and work student students when possible.

III. RECRUITMENT

The staff will actively engage in recruitment for the college. These efforts may change in nature but not intent. For instance, priority will be placed on displaced workers and on working with local business and labor efforts as opposed to high school career days. Until the staff is sufficiently large to handle all functions, the kind of function will be prioritized and assignments made accordingly.

IV. VOCATIONAL OUTREACH AND COORDINATION

The staff will continue to be dedicated to the cooperation, communication and coordination with other parallel and support services in the area.. This will include continuing to be involved in RSVP, Vocational Education Consortium, Work Education Council, Calumet Forum, etc.

V. BROCHURES

The staff will work to improve the public information system for the college. This will include development of new brochures, video tape messages, news releases, etc.

VI. NEW SERVICES DEVELOPMENT

At all times the staff should be cognizant of the need to develop new services when necessary and be willing to reevaluate priorities in service delivery for the center. As the center changes and developes, the staff is to be dedicated to continued upgrading of the services that support the school.

Draft #1 - 1-17-83

ASSESSMENT TOOLS

Function	Tools In Place	Tools Projected
Information Center	Counselor knowledge materials in LRC	TEDS Career library
Evaluation-Cognitive Skills	Assessment test	TBD-suggestion ABLE
Evaluation-Vocational Aptitude	None	SAGE or apticom preferred SAGE
Evaluation-Attitude	None	SAGE or work history
Evaluation-Interest	CPP	SAGE or TBD
Experience Evaluation	None	To be developed (see skills evaluation)
Career Laddering	None	Prescriptive planning will be used and as each individual student makes a career choice they will have provided for them the career ladder of their field outlining the various exit points and the subsequent upgrading possibilities. This is one area that development of a hand-out or brochure is under consideration.
Local Information	College catalogues counselor's knowledge	Same plus Voc-Tech Guide
National Information	Counselor's knowledge some college catalogues	Same plus TEDS and Career Library
Skills Evaluation for experienced students	Test out Registrar's equivalence for transfer of credit	Test out. Registrar's equivalence for credit transfer. Plus

Draft #1 - 1-17-83

Assessment Tools (continued)

Function	Tools In Place	Tools Projected
(continued) Skills Evaluation for experienced students		developed method for data collection relating to the students work experience and training in any given area. Working with this data equivalence and advance standing will be negotiated on a case by case level with the program and division heads and/or the DofI.

Draft #1 - 1-17-83

TRACKING

There are several reasons why a tracking system is necessary for the school. The tracking system will provide the means to know what is being done, to and for whom, to what end, and by whom. Once in place it will be the source for data that will be used in future planning efforts and reevaluation of the center's function and success.

1. Keeping Track of Students - At the moment there is no way to determine at which point a prospective student exits the system prior to enrollment. As a result we have no idea who we may be loosing or why. The system will assist in keeping track of the pre-enrollment student body and enable the center staff to identify high risk services, number of people dealt with, source of referrals and which referral sources are high risk or low entry referrals, time spent on pre-enrollment student body, high enrollment probability, reasons for pre-enrollment attrition.

2. Attrition Studies - The tracking system will not only help in understanding the pre-enrollment attrition but will provide a means of profiling the post-enrollment attrition. This will assist the staff in future planning needs by providing data such as high risk students, success probability factors, and indications for future services along with measuring the effectiveness of present services.

3. Keeping Track of Services - The tracking system will enable the center staff to identify and qualify the services that are(1) asked of the center,(2) delivered by the center, (3) needed to be developed for the center. It will also assist in keeping track of work output of the staff and help to insure an equitable work load distribution.

4. Student Profiles - The tracking system will provide a data bank for student profile information. This will assist the staff in planning such things as prioritization of recruitment and publicity for school.

Draft #1 - 1-17-83

STAFF

The counseling services for the college have been provided by one counselor and one bilinguql counselor/ coordinator. Additionally, there has been one assessment/ planning counselor, working on a specific grant project, responsible for program development, vocational coordination, and communication outside the school.

Plans now call for the following staff:

1) Center Director
2) Bilingual Counselor/Coordinator
3) Assessment Counselor
4) Assessment/Planning Counselor - RSVP
5) Counselor/Financial Aid - Valparaiso
6) Three (3) Skill Advancement Instructors for eight (8) hours per week
7) Twenty-two program faculty advisors for two(2) hours per week
8) Counselor/Evaluator - CETA Grant

Proposed division of responsibilities will be described in the implementation plan.

Draft #1 - 1-17-83

IMPLEMENTATION PLAN

Implementation of any new system requires a transitional process. It is important to understand the proposed transitional process plan in establishing the assessment center. It is understood that eventually the entire staff will be engaged in the working of the new center and all current and proposed services will function within the center structure. The transition period will provide time necessary to (1) communicate the change to the student body, public and staff, (2) allow current services to continue uninterrupted until such time as they are eliminated or incorporated into the new structure, (3) allow development time for new procedures, new forms, new tools and new services, (4) allow training time for entire staff both new and old.

The staff of the center is expected to work as a planning team. Each element and expertise adding to the planning and development effort for the center. Regular staff meetings will include review of the plans for the center, progress on the development, suggestions for changes, plans to implement changes. Any new staff members added to the center staff can anticipate being trained by and involved with the current staff and certainly incorporated into the participatory planning process.

STAFF ASSIGNMENTS

During the transition period the current staff will maintain their responsibilities. Both the vocational counselor and the bilingual counselor will report directly to the center director. They will both participate in the training sessions for the center staff, however, they will continue to maintain the present services as per job descriptions. It is expected that this will continue through spring registration. By doing so the regular services will not be disrupted to any significant degree during the

transition period. Each of the two staff members will be expected to prioritize the current work load to determine which of their responsibilities can safely be eliminated to compensate for the time consumed by the training sessions.

The new staff members will be responsible for development of the new procedures, forms, and services. In addition, they will be training in the job, its responsibilities, becoming familiar with the school, staff, students, and community resources.

TRAINING (Phase 1)

All center staff members will participate in the in-service training. It is imperative that a cohesive and consistent philosophy and knowledge base be incorporated into the intra-structure of the center. The training in Phase 1 will be involved in three major areas.

1) Financial Aid. It is not expected that the staff will become experts in financial aid but it is expected that they will have a working knowledge of the kinds of aid available at the college, procedures, eligibility (general), time lines, and who and when to refer people. In addition to the regular training in financial aid, the counselor from Valpo will engage in more in-depth training in order to facilitate his or her assuming the dual responsibilities in the Valpo site.

2) TEDS. As the TEDS system is on line and we are about to begin to make it available to the student body, all center members will be trained on the system. This will require a minimum of a four(4) hour training session conducted by the TEDS training staff from Indianapolis.

3) Department training. The entire staff will participate in departmentalized training sessions. Each program head has agreed to provide a training session concerning his or her program. This will insure familiarity

of curriculum, contact with people in the programs, knowledge concerning assessment needs of the department, conditions of training, and the idiosyncrasies of each program. This will also establish the initial contact between the program heads that will be in the center two(2) hours a week and the center staff. It is vital that the center function to serve the needs of the programs at the school. This cannot be done without clear and open lines of communication between the programs and the staff.

SKILLS EQUIVALENCE (Phase 2)

One of the key elements of the assessment center will be the development of skills equivalence evaluations to determine the possibility of advanced standing and to assist in career choices. With the changing economy, there will be a great number of potential students who have work experience and who are coming in because they are now displaced because of such things as plant closings, technological changes, and/or major lay offs and cutbacks. To assume that they approach training in the same manner that someone who has not had any experience in the world of work is to be insensitive to a major educational resource for that potential student. When possible and desirable, it should be the intent of the training process to build on the skills that the displaced worker already has operational. If upgrading those skills can help him to become employable, then, that is greatly preferable to having him repeat classwork that parallels his current skill level or direct him in such a manner that he makes no use of previous training and experience. Therefore, part of the assessment process will be to do an evaluation of the training and experience the worker already has and provide him with a plan that will enable him to build on what he knows and/or not repeat academically that which he already has learned from an experience base.

In order to accomplish this, it will be necessary to develop an approach to skills equivalence determination. The important factors will be data collection and synthetization, and data evaluation to determine equivalence to IVTC curriculum. To begin with the counselors will be responsible for developing a systematic data collection approach. As this has never been done at IVTC before, it is almost certain that the initial data collection will be voluminous and in some degree overdone. Once the data is collected and organized, the counselor will work with the program head and/or division head and/or director of instruction to determine if the training and experience is equivalent to the material presented in the course curriculum. Possible conclusions might be (1) there is a need for test out, (2) the training can be accepted for specific credit, (3) the student's experience and/or training qualifies him or her for advanced standing in a given curriculum area.

Once the determination is made the student offered advanced standing will be instructed that he or she has the option of taking the next highest level course on the condition that successful completion (C or better grade) the student will be given credit for the courses that preceded that level. It is an "advance at your own risk" situation similar to that used as our students articulate into the Bachelors Degree work at Calumet College.

It is understood that no counselor has the authority to tell a program or division what skills that they must accept, but is there to collect data and facilitate the equivalence determination. In some instances, the counselor will work with the office of the registrar where there are predetermined equivalence for transfer credit in place.

All accepted equivalences will be charted and tracked. It is anticipated that as more and more are attempted the

the counseling staff will become familiar with the necessary data that needs to be collected and the process will be streamlined. In the course of the development of this process, it is also anticipated that forms will be developed for future use in doing skills equivalences. Eventually, a system should be in place that allows the center staff to evaluate anyone with previous work experience whether they are displaced workers or not.

Tracking System

The initial tracking system will be implemented in the Spring Quarter. It is anticipated that the first attempt will be to identify who is coming into the center, what services they are requesting, who services them, at what point they exit the process, and who actually enrolls. This will be the first attempt at determining what is happening to the pre-enrollment student. By the next quarter the tracking system will be more sophisticated. More detailed information will be available, and experience in processing data into the system will be improved.

Assessment Testing

For the time being the present assessment test will continue to be employed for the purpose of testing cognitive skills. Within the next quarter, it is anticipated that alternative methods of evaluating cognitive skills will be piloted and that eventually this aspect of the testing process will be brought in line with the new direction of the center.

PHASE 3

This phase will be contingent upon several factors yet to be determined. One of those factors will be the number of staff available to run the center and the other primary factor will be the size and location of facilities and availability of testing and evaluation materials. Phase 1 and 2 will find the administration of the center continuing to pursue various funding means for the center and its services. Most notable is the possibility of obtaining monies under the dislocated workers section of the JTPA. For these various reasons it is not now known what kind of a time line will be in effect for the beginning of phase 3. The shortest expected time line would see phase 3 begun by summer quarter, the outside limit should be winter quarter.

Brochures. It is understood that program brochures are being developed by the various divisions. If they are as detailed as the already printed brochure for Electronics, they will significantly assist in the distribution of accurate and complete program information. However, it is also felt that there is a need for several other levels of information distribution. Among those anticipated would be the following:

1) More general informational brochures on each program area offered at the college.
2) Career ladder information on each program area.
3) Informational brochures on the services provided by the assessment center.
4) Informational brochures on the services provided by student services.

Other ideas concerning information dissemination will be open to discussion and development by the center staff.

Outreach services. It is anticipated that the center staff will engage in the development of such special informational outreach services as the development of workshops, presentations, mini-courses, etc., concerning such areas as

test taking, study skills, career information focus, resume' writing, self-directed job search, interviewing, employer information. These outreach services could take many forms and will change and expand as the need is identified.

Career library. One of the plans for the center is to have a resource of career information available in an easily accessible center. This can include such elements as books on careers, employer tapes, program tapes, pamphlets, and brochures from support services, catalogues, guides, etc. Students will be encouraged to become familiar with the resources and make use of them in their career planning.

Total staff involvement. By phase 3 the services of the center should be firmly in place and operational. As such the staff that have been maintaining the old system should be able to be incorporated into the working of the new system. The transition in part will also be taking place during phase 2 but certainly should be completed in phase 3.

Continued in-service training. It is anticipated that there will be continued in-service training that will take place involving the entire center staff. As new techniques are developed and specialties areas are developed, the entire staff is to be updated. There will also be an ongoing updating by the program heads, division heads, and/or Director of Instruction.

APPENDIX C

UPDATE ON STUDENT GUIDANCE & EVALUATION CENTER DRAFT #1
(Relate to Footnote 3)

UPDATE
ON
STUDENT GUIDANCE AND EVALUATION CENTER
DRAFT #1

PREPARED BY

DONALD R. PITCOCK
COUNSELOR

JUNE 8, 1983

REPORT ON PROGRESS FOR
STUDENT GUIDANCE & EVALUATION CENTER

On January 17, 1983, the Coordinator of the Student Guidance and Evaluation Center, Judith E. A. Sheets, published Draft #1. Since the publication of that draft, the Center has developed into a working reality and much has been accomplished.

When the Center became functional, it had a staff of two counselors, one counselor/coordinator for ESL and a coordinator. Presently, the staff has doubled and we now have a coordinator, four counselors, one ESL counselor/coordinator, and a secretary.

With the increase in staff size, the services offered by the Center has been enhanced and the population of prospective students has steadily increased. Part of this increase is due to IVTC having received dislocated workers grants from Lake County and the City of Gary.

Aiso, with the present economic condition of Northwest Indiana, the number of persons returning to school for training or retraining has increased dramatically. With the present interviewing system used by our counselors, for any student we talk with, we can thus better evaluate the students past performance, their present needs, and help them prepare for the future.

Within this report, I will update you with the services that the Center now offers and the procedures we have in place within the department to provide professional services to students and staff.

Assessment Test

The assessment test process for IVTC was one area that had room for improvement and thus coordination of a system was developed. Now the

assessment test is administered the first and third Fridays of every month, and every Thursday evening. Also, to control the number of students for testing, a sign up sheet (form #2) has been implemented and anyone desiring to take the test can do so by calling or coming in to Student Services for scheduling. Walk-ins are only taken if space is available on that testing date.

Since testing in general scare some students, preparation material was developed by the Skills Advancement instructors, and is distributed to students wishing such material.

With the implemental of scheduled testing dates, sign up scheduling, and prep materials, the process has been streamlined and more effective for all parties. The Center still will offer open testing during regular registration and late registration periods.

Comparative Guidance and Placement Test (CGP)

The CGP test is administered to all individuals who desire enrollment in one of our medical career programs. The test is conducted monthly and each student taking the test must pay the $7.50 enrollment fee and sign up with Student Services for the next available date.

Due to the large number of prospective students taking the test for our LPN program, it became necessary to offer additional dates for Respiratory Therapy, Medical Assistant, and Surgical Technology, as requested by the department. These dates were established and students were rescheduled with the SGEC Staff.

For some students who need to retest for the CGP and desire counseling regarding the test, provisions can be arranged by contacting the SGEC. This is particularly important for students who freeze up during testing, who may question their ability to achieve in the medical fields, or for students who may need developmental work before pursuing a retest.

Also preparation material has been developed for the CGP and is available upon request. This information was developed by the Health Careers advisors.

Office Hours

The SGECenter is open daily from 8:30 a.m. to 5:00 p.m., five days a week. To assist in accomodating students that can't come in during that time, additional hours have been established on Tuesday and Thursday evenings until 7:00 p.m. There is one counselor working those two evenings at the Gary site.

To assist students and prospective students at the Valpo campus, a counselor works one day a week in Valpo. The counselor assigned to that campus works 10:30 a.m. to 7:00 p.m. in order to accomodate the needs of students in that area.

Also, to make sure that a counselor is always available, each counselor works one day a week during the normal lunch hours of 12:00 to 1:00 p.m. and either has lunch before that time or after.

With the new hours added in the evenings and the scheduled lunch time covered, there is no time when a counselor is not available in the Center.

English As A Second Language (ESL)

Within the last quarter, English as a Second Language has expanded its curriculum to cover three levels. This will allow the students to advance upward instead of the past system of where everyone was mixed regardless of their skills.

To determine which level a student should begin with, each student will be required to take the ESL Placement test that is administered by the ESL Coordinator.

Also, to accomodate the ESL students with vocational information about Ivy Tech, the ESL Coordinator and a counselor has visited each class to

explain admission requirements, programs offered by the college, and other information about schooling to the students. This step further enhanced the goal of the ESL program to mainstream these students into IVTC vocational curriculum.

Dislocated Workers

The Dislocated Workers Program became reality in January 1983 with IVTC receiving a grant from Lake County ETA to train, retrain or upgrade fifty dislocated workers starting Spring Quarter 1983 and continuing through Summer 1983. Once the grant was received, a full-time counselor was hired to work with the participants of this grant. The initial work and set up was monumental, but with cooperation of local unions and industries within Northwest Indiana we soon had a long list of dislocated workers that were eligible for the program.

With the list from unions and plants, seven hundred individuals were mailed a survey (form #3) by the center to determine the workers past background and interest area for possible future retraining. The return rate on the survey ran 63% which was remarkable when compared to other mailings done by institutions.

Once the surveys were returned and reviewed, appropriate candidates were scheduled for an evaluation with a counselor. Within this evaluation a complete work history, interest profile, and assessment was conducted (form #4). Out of one hundred three interviewed, thirty-two of the fifty slots were filled for Spring Quarter, and all fifty slots were filled for Summer Quarter, 1983.

The criteria for selection was based on work history, possibility for advance standing or test out, educational background chance of recall, and probability of completion. Each application was staffed with the coordinator and two counselors in determining who would be selected.

With the receivable of one grant and a pilot project in place, a proposal was submitted to the City of Gary for the same service to dislocated workers only the number of participants was twenty-five and for one quarter of work. The grant was awarded to IVTC for Summer Quarter, an additional counselor was hired, and the twenty-five slots were filled following the same qualification guidelines used under the Lake County grant.

With the dislocated workers grant, the SGEC Staff became aware that the traditional academic standards did not apply to the needs of some applicants. When reviewing one's work history, especially the dislocated workers that had completed an apprenticeship training, we saw the need to recommend advance standing. This was done by comparing the apprenticeship training course to our own course description working with program advisors, and then placing the student in the next level of the program if applicable. This advance standing was done on "advance at your own risk" meaning the students must receive a "C" grade or better before credit would be granted on prerequisited course work. This process proved to be very valuable because all students eligible for advance standing did received a "C" or better and thus credit will be granted for prerequisite courses.

For those students who have life experience in a subject but advance standing was not allowed, then we proceeded to have students test out of that subject. Again, this proved valuable to the dislocated worker and of the four students that tried testing out, we had a 100 percent rate of success.

Not only is Ivy Tech's Dislocated Workers Project operational to Lake County ETA and Gary Manpower, but also to individuals that are eligible for funding under the Trade Readjustment Act (TRA). With the five Indiana

Employment Security Offices making referrals to the SGECenter for evaluation and assessment of individual training needs, we assigned one counselor the responsibility of TRA applicants.

When a TRA applicant is referred by Indiana Employment Security for counseling and assessment, a complete evaluation is conducted regarding the individual's work history, interest, and cognitive skills. The I.E.S. Office in Portage relies exclusively on the Staff of the SGEC to conduct assessments on all the TRA applicants.

Within the last quarter, the Center has conducted 53 assessments and to date 28 have enrolled in a training program. Individuals that are certified under TRA are allowed two years of education training including cost of tuition, fees, books, and supplies.

Again the Center is not only increasing the size of the student body and revenues, but offering a service to the region that was not available six months ago.

Now that the dislocated workers project is in full swing, the project has become a model for other areas of the state and county to follow. The program has not only allowed additional personnel to be hired but has increased the population of the school, added equipment to the center and provided additional revenues to IVTC. Along with advance standing and test out being available to the dislocated worker, we also saw the need to offer special classes in some curriculum areas. Beginning with Summer Quarter, the Electronics Department was able to conduct a sequence of classes in electronics for twelve students from American Steel, Bethlehem Steel, J & L Steel, and U.S. Steel whom need to upgrade their past training that did not fit into the traditional electronics courses that we offer. This was developed with the assistance of SGEC, Electronics department, the Director of Instruction and the Dean.

Advisors and Skill Advancement Staff

Starting the Spring Quarter, 1983, each department was scheduled to have an advisor in the SGEC two hours per week except for Skill Advancement personnel and they were assigned for eight hours a week.

The advisor time in the Center was used to see students, update counselors and staff on changes within their curriculum and assist in the development of brochures.

During Spring Quarter, the advisors accomplished all three. Advisors from most areas made suggestions on what they desired in their department's brochures, and how they would like it designed. The SGEC made available to the advisors a number of brochures from other IVTC's and other colleges and organizations within our metropolitan area.

The Skill Advancement personnel was assigned the duty of preparing preparation material for the assessment test and updating or revising our present assessment test.

The preparation material has been developed and is ready for distribution to students desiring that information.

Inservice Trainings with Advisors

With the increase in staff size and the changes that has occured within the department, all SGECenter staff went through at least a one hour training session with each program advisor. This was the first time that counselors and departments met to discuss each curriculum of IVTC, the course content, skills or abilities needed by students, and employment potential.

The sessions were a real break through for the center and everyone felt the time was well spent for these sessions. Also, each session was taped so that as new personnel came on board, they could review the session and have a good understanding of what each curriculum entails.

TEDS

The SGEC purchased a computerized system that houses information on occupational, two, four, and graduate programs, colleges, and financial aid within the State of Indiana and the nation as a whole.

All counselors attended a four hour workshop on how the system works, what information can be supplied to a student, and how to interpret the information. TEDS is a new approach to counseling and is a receivable tool for students who are undecided about an area of study or wishes more information about a certain career.

Any student wishing to use TEDS needs to contact the SGEC and arrange an appointment with one our counselors.

Faculty In-Service

The SGEC was host for the faculty in-service for Spring, 1983. During the morning session each counselor gave a presentation about his or her duties within the department.

After all presentations were completed, then we broke into small groups, by department, and each counselor or counselors worked with that faculty to see what services they would like to see improved or offered and how the center could and would better serve the school.

After the small groups, then we went back to one group and had an open question and answer period.

This was the first opportunity that the entire faculty and SGEC staff had to work together and discuss each others problems and needs. It was a very good in-service and beneficial to all parties.

Tracking System

The center has started implementation of a tracking system for our dislocated workers and thus plan to use this system for the entire center.

With the admission procedures having been somewhat relaxed, the information on students regarding filing an application and transcripts or GED scores was not consistent. Now we have required all students to provide us with this information and applications are handed out during counseling sessions, in Student Services, and at assessment tests. Also, with the data collected on form #1, we have documentation of what occured during that session.

The present system used for dislocated workers is a card index indicating what phase the applicant is in, and a file with the evaluation, copy of test scores, transcripts, application, and other information regarding each student. This system hopefully will be expanded to cover all students at Ivy Tech.

Form Development

With the development of the center, we suddenly saw the need to develop or update data collection for the department and school as a whole. New forms designed (attached):

1. Sign up form for Assessment test and CGP Form #5
2. Dislocated Workers Survey Form #3
3. Dislocated Workers Evaluation Form--Form #4
4. Dislocated Workers Career Plan Form--Form #6
5. Dislocated Workers Staff ing Form--Form #7
6. Dislocated Workers Control Card--Form #8
7. Test Count Form--Form #10
8. Referral Log Form--Form #11

Revision of forms within the center

1. Interview form for regular students--Form #1
2. Referral Forms--Used by department to SGEC--Form #9

Also, the center developed a form that is now used by the schools personnel department. This is completed on all persons interviewed for a prospective employment with the school. (form # 12)

Referral System

During the course of the school year, many students are referred to the center, by instructors, due to academic problems, behavior or personal problems. To better account for these referrals, form #9 is sent to the Coordinator for assignment to a staff member. All referrals are logged in as to date received, assigned to, referred to, etc. (form #11).

Once the referral is assigned, then the counselor will meet with the student and dicuss the situation. If a student needs a diagnostic and/or an aptitude evaluation, then they will be referred to Tradewinds or other agencies in the area for that service. It is the counselor's responsibility to keep track of the individual and when the evaluation is completed to carry through with the recommendations.

With this tracking system in operation, now we have control of the referrals and to whom a report needs to be filed with once the referral is completed.

Conclusion

Within the past half year, the Student Guidance & Evaluation Center has developed a professional relationship within the institution as well as branching out to service the needs of our catchment area. This is especially true with our dislocated workers project that has become a model for the State of Indiana.

The Center has accomplished a lot in a relatively short period of time, and when one reviews the initial draft, you can clearly see that the progression from Phase I to Phase III has been accomplished with little left undone.

In some areas, like brochures, the Center has contributed to the development but final production will be done by another department. This is just one example of the few areas when this situation occurs.

With the Center now being functional accepted and a working reality, we can clearly see that students are being served professionally in an expedient manner, and lines of authority and communication has been clearly defined. The entire staff works as a whole, using the expertise of each member to help students find a vocational career that will enhance their personal growth and provide them with employment satisfaction when they leave IVTC.

From this point, we can expect the Center to not only continue on its present courses, but to also expand its services to continue providing services to student and enlarge the growth of the college.

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FORM #1

COUNSELORS INTERVIEW FORM

NAME: _____ DATE OF BIRTH _____

ADDRESS: _____

SOCIAL SECURITY # _____ HOME PHONE _____

EMPLOYER _____ WORK PHONE _____

I. EDUCATIONAL BACKGROUND

High School Attended _____ Date Graduated _____

Area of Study _____ School Activities _____

College Attended _____ Degree _____

No. of Years Completed _____ Major _____ Minor _____

G.E.D. _____

II. PROGRAM DESIRED

Accounting _____	Fire Science ____	Heating & Air _____	L.P.N. _____
Computer Science ____	Auto Body Repair __	Industrial Drafting __	Surgical Tech ____
Marketing _____	Auto Service _____	Industrial Maintenance __	Resp. Therapy ____
Secretarial Adm. ____	Electronics _____	Machine Tool _____	Unit Clerk _____
		Welding _____	Medical Asst. ____

Undecided _____

III. TESTING

Assessment Test _____ C.G.P. _____
Date taken or Scheduled Date taken or Scheduled

Advanced Standing Test: 1. _____ 2. _____ 3. _____

IV. PROGRAM SELECTION

Curriculum _____ Advisor _____

Appointment made with advisor. yes _____ no _____ Date: _____

V. ENROLLMENT:

Summer _____ Fall _____ Winter _____ Spring _____

Full time _____ Part time _____ Projected # of hours _____

VI. PROBLEMS IDENTIFIED

_____

_____

VII. REFFERALS

_____

VIII. COMMENTS: _____

_____

_____

TEST DATE _____

TIME _____

ASSESSMENT TEST

FORM #2

NAMES	ADDRESSES	TELEPHONE	SSN	ATTENDANCE

FORM #3

IVTC
1440 E. 35th Ave.
Gary, IN 46409

DISLOCATED WORKERS SURVEY

Date: _____

1. Name: _____ SS# _____
   Last First M.I.

2. Address: _____
   Number Street City State Zip Code

3. Phone: _____ Local Union #: _____

4. Age: _____ Sex: _____ Employer: _____

5. Work Experience:

Employer	Job Title	Length	Reason for Leaving

6. Educational Background:

	School	Field
High School, Year Graduated _____		
GED		
College or Univeristy, Degree?		
Business, Vocational or Trade School, Degrees, Certificates?		
Military, Other?		

7. Do you have transportation: Yes: ___ No: ___ What Type? _____

8. Languages: English: ___ Spanish: ___ Other: ___
   *Star native Language

9. Program Listing: Please check areas of interest and rank (1,2,3) top three areas of interest.

Health Occupations		Business Science	
Dietetic Assistant	___	Accounting	___
Practical Nursing	___	Industrial Management	___
Surgical Technologist	___	Secretarial Administrative	___
Medical Assistant	___	Computer Programming	___
Respiratory Therapy	___	Marketing	___

OVER

9. (cont.) Please check areas of interest and rank (1,2,3) top three areas of interest.

Trade & Technical

Automotive Services	___	Pollution Treatment	___
Automotive Body Repair	___	Electronics, Digital/ Communication/Industrial	___
Heating, Air Conditioning and Refrigeration	___	Industrial Drafting	___
Industrial Maintenance	___	Machine Tool	___
		Welding	___

10. How long have you been unemployed? _____

11. Benefits now receiving or eligible for? (Please check all that apply.)

Trade Readjustment Act Funds (TRA): ___ Sub Pay: ___ Welfare: ___

Unemployment Insurance: ___ Food Stamps: ___ Severance Pay: ___

12. Are you eligible for: (Please check all that apply.)

VA Educational Benefits: ___ BEOG/Pell Grant: ___

Social Security Educational Benefits: ___

13. Number of Dependents (not including yourself): ___

14. Optional Question:

Do you have any special skills, abilities or high interests that would be helpful in placing you in a training program? Please explain.

_____

_____

_____

_____

_____

_____

_____

_____

Applicant Signature: _____

DISLOCATED WORKERS EVALUATION FORM #4

NAME: _____ DATE OF BIRTH _____

ADDRESS: _____
Number Street City State Zip Code

SOCIAL SECURITY # _____ HOME PHONE _____

EDUCATIONAL BACKGROUND:

High School Attended _____

Date Graduated _____ Area of Study _____

College Attended _____

No. of Years Completed? _____ Degree Received _____

Major _____ Minor _____

Other Educational Institutions Attended? _____

_____

G.E.D. _____ Date You Received Certificate _____

WORK HISTORY (Start with last position held.)

1. Employer _____ Department _____

Address _____
Number Street City State Zip Code

Last Position: Title _____

Length Of Time In This Position _____

Duties: (In Depth) _____

_____

_____

Tools Used: _____

Mathematic Skills: _____

Other Factors: _____

_____

Other Positions Held With Company: _____

Duties: _____

_____

II. Employer:_____ Department_____

Length of time in this position_____

Last Position Held:_____

Duties: (In Depth)_____

_____

_____

Tools you used:_____

Mathematic Skills:_____

Other factors:_____

Prior Positions: Title_____ Department:_____

Length of time in this Position:_____

Duties: (In Depth)_____

_____

_____

Tools you used:_____

Mathematic Skills:_____

Other Factors:_____

_____

III. Employer_____ Department_____

Last Position: Title_____ Length of time in this Position_____

Duties:_____

_____

Tools Used:_____

Mathematic Skills:_____

Other Factors:_____

_____

MILITARY HISTORY:

Branch of Service _____ No. of Years Served: _____

Rank When Discharged: _____

Military Training Received 1. _____

2. _____

3. _____

4. _____

Educational Classes You Completed While In The Military?

1. _____ 3. _____

2. _____ 4. _____

Other Factors _____

_____

Other Areas of Interest: HOBBIES

Sports:

Basketball_____
Hockey_____
Baseball_____
Softball_____
Football_____
Golf_____
Tennis_____
Swimming _____
Other_____
_____

Mechanics:

Auto_____
Disel_____
Machine Shop _____
Truck_____
Boats_____
Lawn Equipment ___
Cycles _____
Other _____
_____

Horticulture:

Gardening_____
Landscaping_____
Design_____
Lawn Care _____
Shrub Care_____
Other _____
_____

Maintenance

Plumbing_____
Heat _____
Air Conditioning__
Painting _____
Minor House-
hold Repair_____
Carpentry _____

Other Areas:

Child Care_____
Housework_____
Drafting _____
Puzzles_____
Music _____
Performing Arts___

Art _____
Reading_____
Camping_____
Fishing _____
Hunting_____
Hiking_____

Other Hobbies _ _____

What Office Machines Can You Operate? Electric Typewriter ___ Manual Typewriter _

Word Processor ___ Calculator ___ Computer Terminal ___ Mac Card ___

Dictaphone ___ Cash Register ___ Switchboard ___

-4-

Three Hobbies you like best and Why?

1. _____ Why? _____

2. _____ Why? _____

3. _____ Why? _____

Short term goals 1. _____

2. _____

3. _____

Long Term goal? _____

_____

What are your strengths? _____

_____

What are your weaknesses? _____

_____

What program(s) interest you? 1. _____ Why? _____

_____

2. _____ Why? _____

_____

What jobs have you applied for? 1. _____ 2. _____

3. _____ 4. _____

Why? _____

Interviewer's Comments: _____

_____

_____

_____

_____

Testing: Assessment Test _____

Advanced Standing Test: Areas: 1. _____ 2. _____

3. _____ 4. _____

_____ _____

Date Counselors Signature

TEST DATE _____

ASSESSMENT TEST

TIME _____

FORM #5

NAMES	ADDRESSES	TELEPHONE	SSN	ATTENDANCE

50

53

59

STUDENTS NAME: _____ SOCIAL SECURITY NO. _____

ADDRESS: _____ COUNSELOR _____

COURSE OF STUDY _____ ADVISOR _____

51 FORM #5

Transfer Credits Courses	Qtr. Hrs.	Advance Standing Credits Courses	Qtr. Hrs.	Course work 1st quarter	Course Work 2nd quarter

Department Head Signature _____ S.G.E.C. Signature _____

Division Chairperson Signature _____ Deans Signature _____

Director of Instruction Signature _____ Date _____

COMMENTS: _____

60

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#7

52 FORM #7

Student's Name _____ SS# _____

Program Desired _____ Counselor _____

Educational Background

Jr. High	High School Grad.	Post High (apprentice trng.)	Some College	College Grad +	
1	2	3	4	5	____

Seniority

1-2 years	3-4 years	5-6 years	7-8 years	9-10+ yrs.	
1	2	3	4	5	____

Advance Standing or Test Out
# of areas for possible test out

one	two	three	four	five	
1	2	3	4	5	____

Need for Developmental Course Work

four courses	three courses	two courses	one course	no work needed	
1	2	3	4	5	____

Length of Unemployment

unknown	1 wk.-2 mths.	2-6 mths.	6 mths.-1 year	plant closed or out of work	
1	2	3	4	5	____

Completion Project

poor, job comes first	fair, job potential	Good	Very Good	Excellent	
1	2	3	4	5	____

Explain why you circled the area. _____

_____

Staffing--A excellent _____ Total Points ____

B Above Average _____ Staffing ____

C Average _____

D Low to unacceptable _____

53 FORM 1.8

NAME _____
LAST FIRST MIDDLE

ADDRESS _____

_____

SOCIAL SECURITY # _____

PHONE _____

EMPLOYER _____

REFERRED BY: _____

DATE _____

	SURVEY		CETA		EVALUATION		IVTC	

NAME _____
LAST FIRST MIDDLE

ADDRESS _____

_____

SOCIAL SECURITY # _____

PHONE _____

EMPLOYER _____

REFERRED BY: _____

DATE _____

INITIAL CONTACT WITH _____

SURVEY SENT DATE _____ DATE RETURNED _____

INTAKE APPT. DATE _____ WITH WHOM? _____

REFERRED TO CETA, YES _____ DATE _____

NO _____ IF NO, EXPLAIN _____

_____

REFERRED BACK CETA, office _____ YES _____ NO _____

EVALUATION APPT. _____

ENROLLED? IF YES, DATE _____

IF NO, WHY? _____

_____

REFERRED TO: _____

INITIAL CONTACT WITH _____

SURVEY SENT DATE _____ DATE RETURNED _____

INTAKE APPT. DATE _____ WITH WHOM? _____

REFERRED TO CETA, YES _____ DATE _____

NO _____ IF NO, EXPLAIN _____

_____

REFERRED BACK CETA, office _____ YES _____ NO _____

EVALUATION APPT. _____

ENROLLED? IF YES, DATE _____

IF NO, WHY? _____

_____

REFERRED TO: _____

FORM #9

STUDENT GUIDANCE
and EVALUATION CENTER

DATE _____

NAME _____
LAST FIRST MIDDLE

SS# _____

ADDRESS _____

PHONE _____

FOR OFFICE USE ONLY--DO NOT MARK BELOW THIS LINE

PURPOSE OF CONTACT

REFERRED BY:

PROBLEM

REFERRED TO:

STUDENT GUIDANCE AND EVALUATION CENTER--Test Count

FORM #10

Test Name _____

Test Date _____

Proctor _____

Number Scheduled	
Number No Shows	
Number Walk-Ins	
Total Tested	

STUDENT GUIDANCE AND EVALUATION CENTER

REFERRAL LOG

FORM #11

57

Student's Name · Social Security No.	Date Referred	Referred By (Dept.)	Assigned To Counselor	Date Interviewed	Interviewer's Comments And Referred To:	Report Back To Department

67

68

FORM #12

Faculty _____

Staff _____

Admin. _____

CONFIDENTIAL

INTERVIEW FEEDBACK FORM

NAME OF APPLICATE _____ SOCIAL SECURITY NO. _____

Permanent Address _____

Sex _____ Race _____ Age _____

Position Interviewed for: _____ Date: _____

Educational Background: ____H.S.G. ____Cert. ____A.A./A.S. ____B.A./B.S. ____Ph.D. ____Other

Work Experience: _____

_____

_____

_____

_____

Related Experience: _____

_____

I.V.T.C. Experience: _____

Strengths: _____

_____

_____

Weaknesses: _____

_____

_____

Consideration for Present of Future employment with I.V.T.C. _____

_____

_____

Hired: _____ Starting Data: _____ Not Hired: _____

Signature of Interviewer: _____ Date: _____

Copy returned to Personnal Office.

APPENDIX D

DISLOCATED WORKERS COALITION'S NETWORK
(Relate to Footnote 4)

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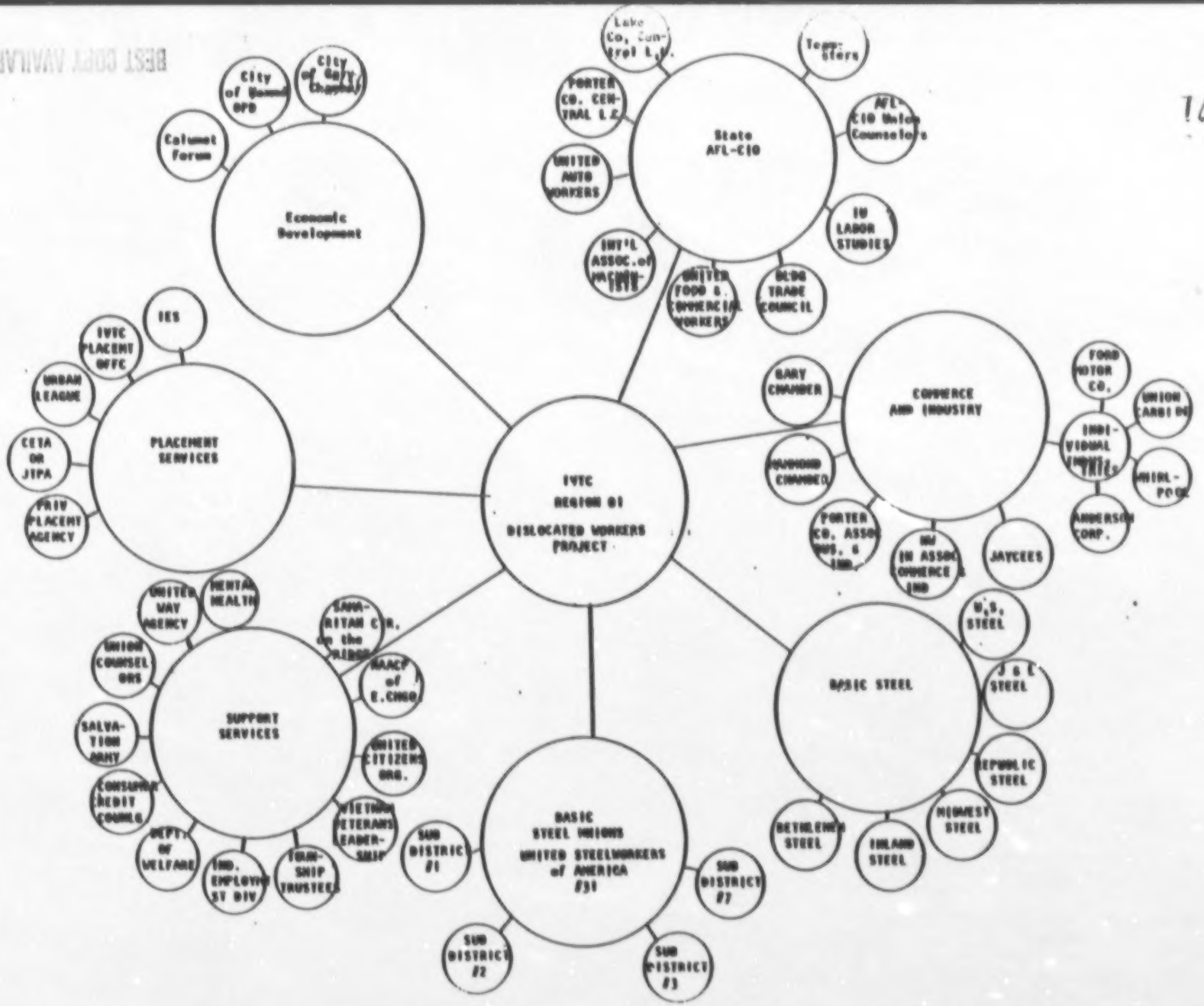

NORTHWEST INDIANA DISLOCATED WORKERS COALITION'S NETWORK

The elements of the current network are as follows:

1. Basic Steel

   U.S. Steel
   J & L
   Republic Steel
   Midwest Steel
   Inland Steel
   Bethlehem Steel

2. Basic Steel Unions

   United Steel Workers of America District 31
   Sub District 1
   Sub District 2
   Sub District 3
   Sub District 7

3. Commerce and Industry

   Gary Chamber of Commerce
   Hammond Chamber of Commerce
   Porter County Association of Business and industry
   Northwest Indiana Association of Commerce and Industry
   Jaycees
   Individual Industries such as
     Ford Motor Company
     Union Carbide
     Whirlpool
     Anderson Corporation

4. Economic Development

   Calumet Forum
   City of Hammond, Office of Planning and Development
   City of Gary, Chamber of Commerce Economic Development Effort

5. Support Services

   Mental Health
   United Way Agencies
   Union Counselors
   Salvation Army
   Consumer Credit Counseling
   Department of Public Welfare
   Indiana Employment Security Division
   Township Trustees
   Vietnam Veterans Leadership Program
   United Citizens Organization
     (Gary Equivalent)
   Samaritan Center of the Ridge
   NAACP of East Chicago

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6. Placement Services

Indiana Employment Securities
IVTC Placement Office
Urban League
CETA or JTPA efforts
Private placement agencies

7. State AFL-CIO

Lake County Central Labor Union
Porter County Central Labor Council
United Auto Workers
International Association of Machanists
International Food and Commercial Workers Union
Building Trades Council
IU Labor Studies
AFL-CIO Union Counselors
Teamsters